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ABSTRACT

The Adult Basic Education (ABE) teacher-training institute held at Mississippi State University, was a joint effort of the Mississippi State Department of Education and Mississippi State University. The main efforts of the instruction were directed toward the preparation of teams of teacher-trainers who would responsible for the planning, implementation, and evaluation of local preservice and inservice training. This report contains: (1) edited presentations by the consultants and participants on testing in ABE education, student evaluation of the ABE program, evaluation of ABE materials, student recruitment, personnel relationships, a discussion of what new teachers want to know about ABE, and the development of teacher-trainer teams in South Carolina; (2) edited reports from four inservice training teams; and (3) the results of an evaluation of the institute which includes an evaluation of the biographical characteristics of participants, weekly evaluations by participants expressing their feelings about the content and presentation of specific topics, some of the major problems confronting ABE in Mississippi, problems encountered in local programs, general impressions of the institute, and the results of the Kropp-Verner Rating of the institute. Included are four appendixes: institute staff, participants, schedules, and sample materials. (BP)

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A GUIDE FOR LOCAL IN-SERVICE TRAINING IN ADULT EDUCATION

A Report of Proceeding and Resource Document
Developed During an Institute at
Mississippi State University

June 8 - 19, 1970

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Division of Instruction,
Adult Education Section

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A GUIDE FOR LOCAL IN-SERVICE TRAINING IN ADULT EDUCATION

By

Don F. Seaman, Edgar Martin, and J. Ronald Phillips

A Report of Proceedings and Resource Document
Developed During an Institute at Mississippi
State University in Cooperation With
The Mississippi State Department of Education,
Division of Instruction, Adult Education Section

Mississippi State University

August, 1970

PREFACE

The Adult Basic Education teacher-training institute held at Mississippi State University, June 8-19, 1970, was a joint effort of the Adult Education Section, Division of Instruction, Mississippi State Department of Education, and the College of Education and the Division of General Extension, Mississippi State University. The main efforts of the instruction were directed toward the preparation of teams of teacher-trainers who would be responsible for the planning, implementation, and evaluation of local pre-service and in-service training.

This report contains (1) edited presentations by the consultants and participants, (2) contents of the final reports of the four training teams, and (3) the results of a somewhat extensive evaluation of the institute.

It is hoped that the contents of this report will provide some useful information for individuals who are interested in adult basic education. The success or failure of the institute will be somewhat reflected in the amount of involvement by the participants in local in-service training activities.

The institute was one part of a continuing program to eliminate illiteracy in Mississippi.

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SECTION I

Content Presentations

Various presentations were made during the institute, some by instructional consultants and some by the participants themselves. These contributions were well prepared and effectively presented. From those presentations, a judicious selection has been made for inclusion in this final report. Of those selected, all have been edited in order to fit into the space allotted for this section. However it is hoped that this editing process did not do an injustice to the original presentations.

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TESTING IN ADULT BASIC EDUCATION

W. C. Clayton
Auburn University

It is always a gratifying experience to participate in an activity with people who are empathetic and compassionate. It is not difficult to realize that the monetary remuneration for ABE, in and of itself, could not possibly compensate for the extra effort a teacher must put forth after a hard day's work, or for the time you are deprived of the enjoyment of your family and recreational interests. You--the ABE teacher--are a real tribute to the American tradition of education.

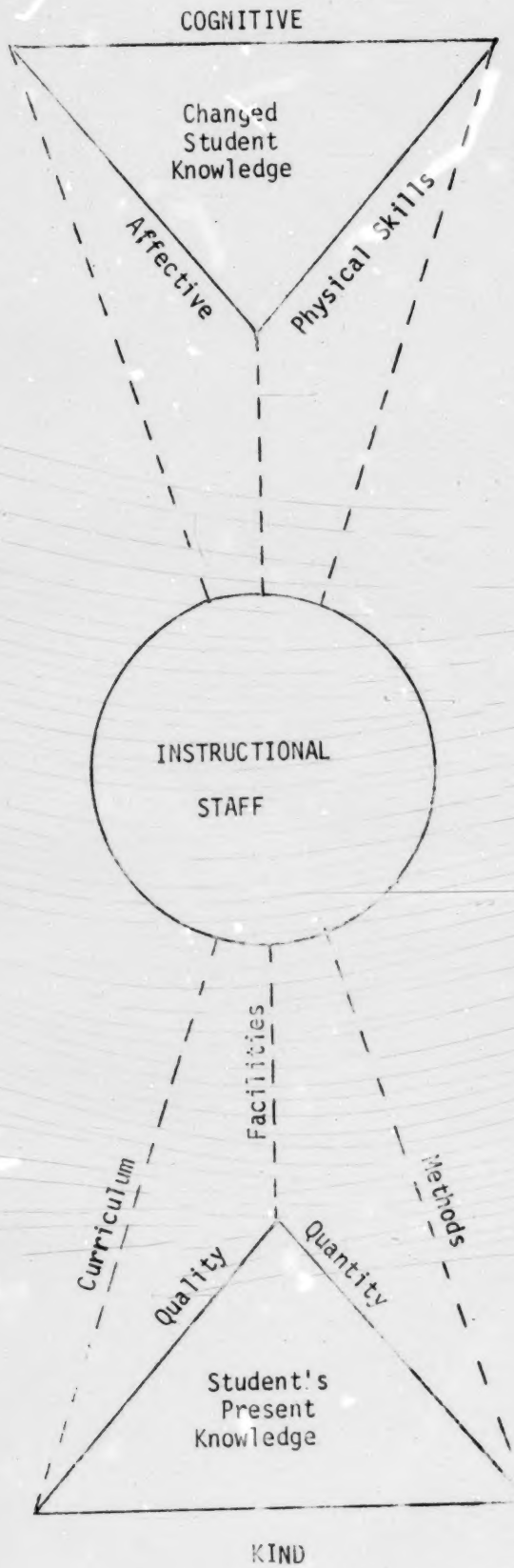
First, let me say there is considerable diversity of opinion regarding testing of ABE students. Many people oppose testing and they have rather cogent reasoning to substantiate their position. Many others regard testing as essential and they have seemingly equal cogent reasons.

Personally, I believe testing is essential if the ABE program is to be honest to the student and provide him with the educational and attitudinal elements essential for operational functioning in today's society. I believe student anxiety over testing develops from improper grading procedures used as punitive devices (primarily in regular public school activities), and incorrectly associated with failure.

We probably need to decide just what testing is. Really, testing as generally perceived comprises three elements.

1. Testing - as a process
2. Measurement - which is the product of testing
3. Evaluation - which is the interpretation of the measurements

What is the role of testing in the teaching process or in an instructional program? Let me see if I can present a picture of the instructional process.



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Now looking at this diagram, would you concur with the belief that we need to know the student's present knowledge? How about the need to make some decision about the best curriculum, facilities, and methods needed to work with the student's present knowledge? Would you agree that the teacher, as the coalescing agent, is the key to the instructional process? Would you agree that there should be some change in the student?

If we can tentatively agree on these factors then we can proceed to see if we can relate these elements with the educational process itself.

(Some of the specific materials utilized by Mr. Clayton can be found in Appendix III.)

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EVALUATION OF THE ABE PROGRAM BY STUDENTS

In order to ascertain just how ABE students felt about the program, several students were invited to participate in a panel-forum during the institute. Time, availability, and distance imposed some limitations on the selection of students; however, it was generally felt by the staff and institute participants that those students selected provided some insight from a source never before tapped in an institute in our state.

Three students from each of two different programs in Northeastern Mississippi participated. After a few brief remarks from each student, a discussion period followed, during which, questions were directed to the students from the institute participants. A sample of such questions included:

1. How do you feel about being tested the first night of class?
2. What do you like or dislike about your teacher?
3. How have you been helped personally by the ABE program?
4. What changes would you like to see in the program?
5. What kinds of subject-matter do you like best? Least?

The answers to each question seemed to generate the enthusiasm of the institute participants for this part of the program. Although more than two hours were spent with this panel-forum, most participants felt the time was too short and wanted to continue.

We are indebted to the following students for their efforts in making this activity a successful one:

Mrs. Lorene Hinds	Tupelo, Mississippi
Mrs. Willie Mae Lockett	Tupelo, Mississippi
Mrs. Pauline Hopkins	Tupelo, Mississippi
Mr. B. W. Ware	West Point, Mississippi
Mr. Larry Boykin	West POint, Mississippi
Mr. Julian Blake	West Point, Mississippi

During the forum various aspects of the ABE program were also discussed in relation to student expectations. Some of the outcomes were:

Expectations upon entering the program

Personal improvement
Social improvement
Economic improvement

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Desired characteristics of teachers

Patience
Pleasant disposition
Dedication
Good personality
Constantly giving encouragement

Expectations upon completing the program

Enter a college or university
Enter a trade or business school
Improve employment status

It should be noted that these students hopefully exemplify the interest and enthusiasm demonstrated by the majority of students in the ABE program. Some of the students commuted long distances to attend classes while others transferred to other available classes when employment interrupted normal schedules.

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EVALUATING MATERIALS IN ABE

Mrs. Dorothy Minkoff
Colonia, New Jersey

When we talk about materials, we talk about materials for specific kinds of things. We also talk about materials to work with different kinds of people with different kinds of problems.

I have sub-divided materials into three areas--subject matter, skill development, and other criteria. The subject matter you utilize should be adult-oriented. It should be about jobs, consumer problems, and the day-to-day life-style of adults. It should concern current issues--war, peace, taxes, etc. It should definitely reflect meaningful life styles for the black. Materials should reflect what is going on in the world.

Skill development should be sequential. You should not try to teach a higher level until the foundation has been established. The material should be presented in logical sequence or else the adult will turn you off. It should be continually reinforced and skills should be reviewed frequently. Skills should be taught as a continuous process throughout all activities for only through practice does one integrate the desired skills whenever possible, material, subject matter, and skill development should be integrated.

After you learn and become familiar with the sequence of skill, you may wonder how one chooses specific materials for specific students. There are three different kinds of testing we are concerned with. First is either screening or placement. From this test you should learn what specific skills the student possesses of does not possess.

It is the teacher's job to develop a program of individual skills development. Sit down with the student and explain to him the test results and explain to him what you are going to do. The next step is to integrate the student into the group. There is no magic number for grouping, but group according to skills. I think you should have a specific daily and weekly lesson plan for each student.

The student should know what is expected of him. It is up to the teacher to make certain the student understands the material with which he is working. He should be shown how to use it effectively.

There is more to learning than reading and writing skills. If the student remains or leaves the program, or if he learns or doesn't learn, it is a reflection on the teacher, her use of materials, and her person-

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ality. Materials are a part of it, but the teacher is the main part of any class.

(Some of the specific materials utilized by Mrs. Minkoff can be found in Appendix IV.)

Participants were involved in an activity relating to actual classroom/teaching experiences. They were sub-divided into ten groups with the assignment of preparing and presenting lesson plans to the entire group. All presentations were evaluated by supervisors who were attending the institute. Presentations were recorded on video tape for possible use in future teacher-training programs. A list of the groups along with those individuals who comprised them are as follows:

Group Number I

Lela J. Bearden (leader)
Betty Bardwell
Jane Barrett
Anne Boykin
Johnnie Brandon (Teacher)
Charles Twitty
Elwanda Brewer (Evaluator)

Group Number II

Austine J. Brown
Bernice Bryant (Teacher)
Evangeline Christian (Leader)
Arimentha Coleman
Bedeliah Cotton
Richard Bacon (Evaluator)

Group Number II

Dorothy Collier
Nancy Ellis
Rebecca Farrell
Rose Fleming (Leader & Teacher)
Lenora Hampton
Bobby Davis
Robert Craig (Evaluator)

Group Number IV

Martha Harris
Boyce Grayson
Vera Hawkins
Bonnie Henley (Leader)
Lorene Huffman (Teacher)
Robert Grimes (Evaluator)

Group Number V

Mary Johnson
Earlene Jones
Audrey Keith (Leader)
Elizabeth Long (Teacher)
Katie Matthews
Floyd Hearns (Evaluator)

Group Number VI

Mary Perkins
Kathleen Ray
Alma Jo Raburn (Leader)
L. E. McMurtry Reed (Teacher)
Gerald Scallions
Charles Jobe (Evaluator)

Group Number VII

Rachel Scurlock (Leader)
Earlene Smith
Collie Mae Stewart (Teacher)
Bessie Smith
Rosa Millon
O.M. McNair (Evaluator)

Group Number VIII

Orietta Stewart
Pearlie Tate (Teacher)
Annie Wayne
Nancy White (Leader)
Mavis Womack
Jack Shank (Evaluator)

Group Number IX

Dorothy Shank (Teacher)
Dovie Gilmore
Dorothy Smith
Ollie Mae Smith
Marth White (Leader)
Douglas Smith (Evaluator)

Group Number X

James Green (Teacher)
Jessie Dowsing (Leader)
Ira McFarland
Linda Lipe
Ralph Smith (Evaluator)

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RECRUITMENT

A presentation on recruitment aids, techniques, and agencies was presented. It consisted of the combined efforts of Ron Phillips, Graduate Assistant, Mississippi State University; Bobby Davis, Curriculum Specialist, Itawamba Junior College Vocational and Technical Center; and Jack Shank, Dean of Continuing Education, Meridian Junior College. Several suggestions were made by each person, followed by a discussion from the group concerning points of issue or agreement on some of the suggestions. Listed below are those suggestions.

1. Utilization of audio-visual aids for group organizations
2. Recruitment by correspondence
3. Teacher recruitment of classes
4. Labor Unions - shop stewards & business managers
5. Churches & Ministerial organizations
6. Business & Industrial leaders and organizations
   - Junior Chamber of Commerce
   - Manufacturer's Association
7. Utilization of parental educational information
8. Adult basic education clubs
9. Graduation exercises - class rings
10. Implications of personal contact
11. Role of the principal
12. Rural community development centers
13. "Buddy Night"
14. Civic clubs and community organizations
15. Mass media
    - Radio and television
    - Newspapers, posters, and brochures
16. Advisory committee
    - Welfare agency
    - Headstart
    - Housing authority
17. Leaders of minority groups
18. Community centers
19. Student incentive plan
20. Student recruitment
21. Neighborhood youth corps
22. Special classes with special agencies
    - Mental facility employees
    - Mental facility inmates

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PERSONNEL RELATIONSHIPS

During the course of planning the institute, it was the feeling among the planning committee that some reference should be made to relationships among ABE personnel. From this consensus, one session of the institute was devoted to this area. Several persons were invited to participate in this activity. These included area supervisors, local supervisors, and teachers from ABE programs in neighboring states. The participants included the following:

Mr. Sam Hughston, Area Supervisor, Southwest District, Alabama.

Mrs. Voncile Lackey, Local Supervisor, Mobile, Alabama.

Mrs. Beatrice Carter, Teacher, Mobile, Alabama.

Mr. Billy Glover, Area Supervisor, West District, Tennessee.

Mr. Rayburn Cagle, Local Supervisor, Jackson, Tennessee.

Mr. Hughston discussed his duties as an area supervisor. His responsibilities include supervising the following eleven areas:

1. Materials
2. Methods
3. In-service Training
4. Professional development
5. Resources
6. Supplies and equipment
7. Guidance and counseling
8. Recruitment and retention
9. Pre-service training
10. Program planning
11. Evaluation

The area supervisor must also work closely with the local school boards in his area to promote the ABE program.

Mrs. Lackey discussed her duties as a supervisor of a local program. Her responsibilities included:

1. Program management
   a. Write the budget
   b. Secure housing for the classes
   c. Provide equipment and materials for the teachers
   d. Keep the records and reports current
   e. Stay knowledgeable of new laws, policies, etc., that govern the program

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2. Program improvement
   a. Identify the needs of the community
   b. Plan the program to meet the local needs
   c. Register, place, counsel, and follow-up on the students
   d. Continuous program evaluation
   e. Program cost and effectiveness

3. Selection of personnel
   a. Recruit, orient, train, place, and evaluate all teaching staff
   b. Handle professional development of the staff

4. Community relationships
   a. Maintain liaison with professional persons, agencies, and organizations
   b. Keep people informed about the ABE program

5. Personnel relationships
   a. The role of the supervisor has changed from "know it all" to know how to use others who "know it all."
   b. Establish good rapport with your teachers.

6. Recruitment of students
   a. Students can be recruited from businesses and industries utilizing supervisory personnel.
   b. Learning centers are great assets to recruiters in the areas where they are located. Labs recruit more people into the program than those areas without labs.

Mrs. Carter discussed the relationship between the teacher and the local supervisor. She emphasized the importance of rapport of an effective working relationship between the teacher and supervisor.

Mr. Glover discussed the duties of an area supervisor in Tennessee. These were somewhat the same as those in Alabama with one major exception; Tennessee requires twelve hours of in-service training per year for all ABE teachers.

Mr. Cagle discussed his duties as a local supervisor in Tennessee. Those duties include selection of teachers, placement of teachers, keeping records, supervising classes, writing reports, and evaluating the program for future improvement.

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WHAT NEW TEACHERS WANT TO KNOW ABOUT ABE

One of the important aspects of training new teachers is trying to ascertain what they want or need to know about adult basic education. In order to do this, the planning committee decided to invite some individuals who had been asked to teach in the ABE program (no prior experience) to the institute in order for them to relate their questions to the participants. Four prospective teachers from two different local programs contributed their ideas about what they wanted to know about adult basic education. Discussion pertaining to the kinds of questions asked was then conducted with the symposium and the institute participants.

The symposium members were:

Mrs. Rebecca Bailey	Tupelo, Mississippi
Mrs. Brenda Welch	Tupelo, Mississippi
Mrs. Harriet Little	Meridian, Mississippi
Mrs. Georgia Jackson	Meridian, Mississippi

Questions asked by the prospective teachers have been categorized as follows:

Structure

What is adult basic education and how is it funded?
What is the primary objective of adult basic education?
Who are administrators in ABE?
Is there both full-time and part-time work?
Relationships and responsibilities between teacher and supervisor?
Who organizes the classes? What is the average size class?
Does the teacher have control over the number of students in class?
Where are classes usually held? What are the hours? Pay?

Teaching - Methodology

Does ABE attempt to change attitudes as well as knowledge?
Who is qualified to teach ABE?
Where do most teachers come from?
How long should I spend on each subject?
What methods does teacher use to reach the individual?
Does ABE attempt to raise only reading skills?
What is expected of me?
Are there different levels or are all taught together?
How are levels determined? Can I choose my level to teach?
Are substitutes available?
What subjects are offered and how deep?
How should one teach . . . lecture or discussion?

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Students

Where do students come from? Economic level? Average grade level?
What are some of the basic needs of the students?
What are some of the reasons given for attending class?
Do some students have no reading or writing abilities at all?
What are some of the characteristics of students . . . what are their assets and liabilities?
What are some of the major problems in teaching adults?
Are students to be treated as adults at all times?
Is there an age limit?

Materials

Where can one get resource and supplementary materials?
Are there guides to teaching outlines available?
Are the same materials utilized as utilized in the regular school program?
Where are regular materials obtained?
Is there a program of study or does the teacher select this?
Do students use textbooks? Workbooks?
Are materials furnished free or do students buy them?
Can one use audio-visual aids? Where can I get them?
Are programmed materials utilized in the program?

Evaluation

How are students evaluated? Who plans this evaluation?
When are students tested and who is responsible for testing?
Are any tests given to the student before entering the program?
What tests are available for determining levels of students?
Is a certificate given at the end of completion?
Is a diploma given?
When a student completes the program, can he enter college?
Does the teacher decide when tests are to be given?
Are students graded? What grading method is used?

Record-keeping and Reporting

What are the record-keeping duties of teachers?
What kinds of records are to be kept?
To whom does the teacher report problems?

Professional Preparation

I am a primary teacher with eight years of experience . . .
Am I qualified to teach ABE?
Who is qualified to teach adults?
Are any special courses required to teach ABE?
What training is offered to new teachers?
How many course hours are required for certification?
Opportunities to observe classes before actual teaching?

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Other

Are counselors utilized in the program?
How are students recruited?
How can a teacher make the program lasting in attractiveness?
Is there any type of follow-up program giving statistics as to whether persons completing the program have really bettered living or working conditions?

It was felt that this part of the program had much significance for local pre-service training. Although these questions are not inclusive of everything new teachers need to know, they do provide much input for the development of a training program for new and for prospective teachers in adult basic education

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DEVELOPMENT OF TEACHER-TRAINER TEAMS IN SOUTH CAROLINA

Dr. Robert E. Snyder
University of South Carolina

Training teams in South Carolina were composed of resource individuals in the following areas: communication skills, computational skills, guidance and counseling, methods and materials, and social living skills. Four teams were established to correspond to four geographical divisions of the state. Selection of individuals to become members of the team was based on recommendation of local and state staff personnel, prior formal training in a specialized area, field experience, and willingness to participate in subsequent formal training experiences as a resource person.

Training for resource persons on the teams commenced in July, 1969, by means of a three-week institute which focused on the development of a training syllabus for use by the instructors. All areas of ABE were included in the syllabus with the exception of administration of ABE programs. Appropriate content, recommended methodology, and relevant materials were compiled to form the "heart" of the syllabus. Actual course presentations by training team members were evaluated as to the effectiveness and relevance. Suggestions from team members on the content and/or techniques employed were compiled and are currently being utilized with the syllabus.

These teams have been training teachers in their respective areas for a year. The effectiveness of the teams has not reached the expectations of the university and state staff personnel to date. This was due partly to the lack of cooperation between the area and local supervisors and the members of the teaching team. Also, the teaching teams have not yet used the syllabus to its greatest advantage.

Teaching-teams in South Carolina did not prove to be a most effective way of training new ABE teachers during the first year, but with the appropriate corrections in the follow-up to the initial training, substantial improvements are planned for the coming year.

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SECTION II

Training Plans for Local In-Service Training

Each of the quadrant groups was required to prepare a comprehensive plan for in-service training for local adult basic education teachers. Each plan was to be utilized as a guide for training because the needs of each local program are somewhat different.

The only requirement was that the plan should cover a time span of nine months. The number of training sessions and amount of time devoted to each session was left to the discretion of each group.

Because of limitations of space, each of the reports was edited, but hopefully, the basic content was not greatly altered.

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NORTHEAST QUADRANT

Number of training sessions - 5

Length of each session - 6 hours

Participants:

1. Betty D. Bardwell
2. Bernice Bryant
3. William R. Craig
4. Rebecca H. Farrell
5. Robert Lawson Grimes
6. Lenora Hampton
7. Bonnie D. Henley
8. Charles A. Jobe
9. Kathleen Ray
10. Gerald D. Scallions
11. Bessie L. Smith
12. Earlene H. Smith
13. Ollie Mae Smith
14. Orietta D. Stewart
15. Annie Wayne
16. Martha S. White
17. Mavis Womack

Northeast Quadrant

1st Meeting: Orientation

Objectives: 1. To familiarize ABE teachers with goals and objectives of program.

2. To familiarize ABE teachers with materials available

I. Purposes of In-Service Training (supervisor)

A. Brief overview of year's programs (lecture by supervisor)

B. Tentative schedule of in-service meetings (handout)

C. Recommendations for year's schedule of in-service program (discussion and feedback from group)

II. Objectives and Philosophy of ABE

A. Objectives and philosophy at State level (State Dept. staff or regional team)

B. Objectives and philosophy at local level (supervisor or school administrator)

C. Objectives and philosophy from teacher's viewpoint (experienced teacher)

III. Orientation of Teachers

A. General opening remarks (supervisor)

B. Teacher workshops

1. New teachers (supervisor or experienced teacher)
   a. class structure
   b. methods
   c. testing
   d. counseling services
   e. records and reports
   f. building layout

2. Returning teachers (regional team, supervisor)
   a. preview of materials
   b. preparation for registration

IV. Presentation of Materials

A. Preview of new materials (consultant, salesman, supervisor)

B. Evaluation and review of materials previously used (curriculum specialist, experienced teachers, supervisor)

2nd Meeting - Psychology and Characteristics of Adult Learner

Objective: To assist the teacher in developing a better understanding of the adult learner.

I. Psychology of Adult Learner

A. Presentation by local guidance counselor with adult experience or vocational counselor

B. Discussion and feedback

II. Characteristics of Adult Learner

A. Presentation by welfare agency, employment, agency, health department, preacher, doctor, social worker

B. Panel presentation by local ABE students on what they expect from ABE

C. Discussion and feedback

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3rd Meeting - Materials and Equipment

Objective: To familiarize ABE teachers with new materials and with the use of equipment.

I. Evaluation of Current Materials

A. Subject area presentation (curriculum specialist, experienced teachers, consultants, supervisor, salesmen)

B. Presentation of materials at different levels (curriculum specialist, experienced teachers, consultants, supervisor, salesmen)

C. Examination of new materials available (group work)

II. Utilization of Equipment

A. Demonstration (audio-visual consultant from State Dept.)

B. Operational workshop (small groups with experienced teachers or team-members as leaders)

4th Meeting - Curriculum Study

Objective: To evaluate and improve the local ABE curriculum

I. Presentation fo Curriculum at Various Levels

A. State level (State Dept. consultant or team)

B. Local level
1. Supervisor
2. Teacher

II. Comparison of State Curriculum to Local Curriculum

A. Panel of critics (consultants, curriculum specialists, teachers)

B. Discussion and feedback

III. Evaluation of Local Curriculum

A. Teachers' evaluations

B. Administrator's evaluation

C. Discussion and feedback

5th Meeting - Evaluation

Objectives: 1. To acquaint teachers with counseling and testing services for adult learners.

2. To acquaint teachers with methods of teacher evaluation.

I. Review of Tests

A. Overview of tests available for ABE by counselor

B. Examination of tests
1. Group examination
2. Individual testing

II. Administration of Tests

A. How to administer (counselor, supervisor, team members)

B. Interpretation of test results

C. Recording of Information (experienced teacher)

D. Utilization of results by counselor

III. Discussion and Recommendations

A. Changes in testing

B. New tests for intelligence

IV. Program and Teacher Evaluation

A. Discussion by panel of supervisors

B. Teacher self-evaluation sheets

C. Reactions by panel of teachers

NORTHWEST QUADRANT

Number of training sessions - 3

Length of each session - 6 hours

Participants:

1. Lela James Bearden
2. Johnnie E. Brandon
3. Elwanda Brewer
4. Austine J. Brown
5. Bedeliah Cotton
6. Vera C. Hawkins
7. Mary Ann Johnson
8. Earlean Jones
9. Linda Lipe
10. Elizabeth Long
11. Katie Matthews
12. O. M. McNair
13. Rosa M. Million
14. Mary L. Perkins
15. Alma Jo Rayburn
16. Rachel Scurlock
17. Dorothy Ann Smith

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NORTHWEST QUADRANT

General objectives of the in-service training in the northwest quadrant:

1. To familiarize the adult education teacher with new materials (hardware and software) and methods and techniques for teaching the adult.

2. To provide a common media for the exchange of instructional ideas.

3. To acquaint the teachers of ABE to become aware of the roles they must play in the field of adult education.

I. Characteristics of the Adult Learner and Implications for Teaching and Record-Keeping

A. To enable teachers to understand the unique characteristics and capabilities of undereducated adults.

B. To help teachers understand the importance and mechanics of record-keeping.

The meeting would follow this schedule:

8:30-9:00	Registration
9:00-9:30	Welcome and announcements (local supervisor) Overview of ABE (area supervisor) Overview of ABE (state supervisor)
9:30-10:00	Characteristics of the Adult Learner and Implications for Teaching. Mr. Robert L. Grimes, ABE Supervisor, Houston, Mississippi
9:30-9:45	Break
10:45-11:30	Small group discussions
11:30-12:00	Feedback
12:00-1:00	Lunch
1:00-1:15	Introduction to record keeping (local area supervisor)
1:15-1:30	Record keeping and evaluation Mrs. Bonnie Soper, ABE Consultant, Itawamba Junior College
1:30-2:25	Workshop
2:25-2:30	Summary (local supervisor
2:30	Evaluation

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II. Instructional Materials for Family Living

Objective:

To enable teachers to understand the problems involved and the effects of political, economic, and technical change:

A. Materials and Resources

1. State adopted ABE training materials
2. Publications from various companies
3. Filmstrips
4. Human resources (enrichment materials)

B. Methods

1. Demonstrations
2. Lectures
3. Group discussions
4. Exhibit samples of materials
5. Audio-visual aids

C. Areas of family living

1. Health and safety
2. Earning and spending money
3. Recreation and aesthetic values
4. Time management
5. Good citizenship
6. Nutrition

D. Evaluation

1. Questionnaires or check sheets
2. Pre-test and post-test
3. Verbal feedback

III. Reading and Math Skills
Objectives:

1. To enable ABE teachers to develop word attack skills, recognition skill, and phonetical skills that will assist her in helping ABE students to develop meaningful reading habits.

2. To demonstrate methods that will enable the teacher to assist students in developing the arithmetical skills, abilities, and understandings which are basic to everyday living.

A. Materials and resources

1. Programmed workbooks and kits
2. Reading games for adults
3. Flash cards
4. Audio-visual equipment
5. Outside reading specialist
6. Transparencies illustrating mathematical concepts

7. Newspapers
8. Familiar forms--income tax, order blanks, roadmaps, etc.

B. Methods

1. Word analysis
2. Silent and oral reading
3. Independent reading
4. Viewing films and filmstrips
5. Teacher demonstrations
6. Group work on forms
7. Individual practice in problem solving

C. Evaluation

1. Purpose of evaluation
2. Pre-test
3. Post-test

SOUTHEAST QUADRANT

Number of training sessions - 8

Length of each session - 4 hours

Participants:

1. Evangeline Christian
2. Arimentha Coleman
3. Dorothy Collier
4. Nancy E. Ellis
5. Martha Harris
6. Floyd Hearns
7. Audrey Keith
8. Ira W. McFarland
9. Clevis V.E. Owens
10. L. E. McMurtry-Reed
11. Dorothy Shank
12. Jack Shank
13. Collie Mae Stewart
14. Pearlie L. Tate

SOUTHEAST QUADRANT

I. Analysis of Local Needs

A. Methods of analysis
1. Questionnaire
2. Observation by supervisor
3. Interview with teacher

B. Evaluation of findings

C. Planning training sessions
1. Dates, time, and location
2. Methods

D. Follow-up

II. Curriculum Areas

A. Social Living
1. Topics
a. Education for responsible citizenship
b. Earning and spending money
c. Recreation
d. Health and safety

2. Resources
a. Software
b. Hardware
c. Consultants

3. Methods
a. Demonstrations
b. Discussions
c. Role playing
d. Independent use of programmed materials and kits

B. Language Arts
1. Topics
a. Writing
b. Letter writing
c. Vocabulary
d. Grammar
e. Listening, speaking, hearing

2. Resources
a. Software
b. Hardware
c. Consultants

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3. Methods
   a. Individualized practice
   b. Teacher demonstration
   c. Visual instruction
   d. Independent use of programmed materials and kits

D. Math
   1. Topics
      a. Numeration
      b. Fundamental operation of whole numbers
      c. Measurement
      d. Problem solving by relating all four processes by reading problems
      e. Decimals, fractions, and percentage
      f. Graphs and charts
      g. Ratio and proportion

   2. Resources
      a. Software
      b. Hardware
      c. Consultants

   3. Methods
      a. Individual practice
      b. Teacher demonstration
      c. Visual instruction
      d. Individual use of programmed materials and kits
      e. Group practice

III. Supplementary Resources

A. Audio/Visual Aids
   1. Types common to adult basic education programs
   2. Mechanical operation
   3. Specialized equipment

B. Library
   1. Dictionary (unabridged)
   2. Encyclopedia
   3. Supplementary reading material

C. Community Resources
   1. Local business, agencies, and industry
   2. State Department of Education
   3. Universities and secondary schools

IV. Evaluation

A. Student
   1. Initial placement
      a. Time to administer test
      b. Orientation of student

2. Evaluation of progress
   a. Standardized
   b. Teacher-made
   d. Observation of students

3. Student self evaluation
   a. Progress test
   b. Testing through programmed materials

B. Teacher
   1. Self-rating scale
   2. Student attendance
   3. Student progress
   4. Supervisor evaluation

C. Materials
   1. Organization--objectives
   2. Content
   3. Physical features
   4. Instructor's manual
   5. Tests
   6. Accessory materials
      a. Charts, films, and tapes
      b. Workbooks

V. The Adult Learner

A. Characteristics

B. Recruitment

C. Retention

VI. The Teacher of Adults

A. Recruitment
   1. Sources
      a. Public education
      b. Homemakers

   2. Personal characteristics of a good teacher
      a. An inspiration to his students
      b. Well rounded in subject matter
      c. Communicates orally, fluently, and efficiently
      d. Sense of humor
      e. Considers individual differences
      f. Pleasing personal appearance
      g. Empathy

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B. Pre-service Training
   1. History of Adult Education
   2. Observation
   3. Instructional methods
   4. Records/Reports
   5. Evaluation
   6. Class structure
   7. Needs of students
   8. Materials
   9. Guidance and counseling

C. Professional Development
   1. Certification
   2. In-service training
      a. Workshops, institutes, and extension courses
      b. University courses
   3. Professional literature
      a. Adult Leadership
      b. Adult Education
      c. Special books and pamphlets
   4. Professional organizations
      a. Mississippi public School and Junior College Adult Education Association
      b. A.E.A.U.S.A.
      c. N.A.P.C.A.E.

VII. Reports and Records

A. Necessity
B. Types
C. Resource persons
   1. State Department of Education
   2. Local supervisor

VIII. Instructional Methods

A. Individualized
   1. Grouping
   2. Programmed software
   3. Teaching machines
   4. Individual practice

B. Adult Education by Television

C. Resource Persons
   1. Commercial
   2. State Department of Education
   3. Education personnel

SOUTHWEST QUADRANT

Number of training sessions - 3

Length of each session - 4 hours

Participants:

1. Richard Bacon
2. Jane H. Barrett
3. Anne Boykin
4. Bobby Davis
5. Jessie Dowsing
6. Rose Fleming
7. Boyce Grayson
8. James Greene
9. Lorene Huffman
10. Douglas Smith
11. Ralph Smith
12. Charles Twitty
13. Nancy White

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SOUTHWEST QUADRANT

The southwest quadrant group feels that in-service training is necessary in order for the ABE program to be successful. We realize that in most cases teachers are employed in the public school system and teach ABE classes as extra-curricular activities.

All of these facts considered, we have established quarterly in-service training meetings for the first Saturday of September, 1970, January and March, 1971. The meetings have been planned for the time period of four hours each, but these may vary with each local supervisor. All ABE teachers will be required to attend in-service training meetings.

In-service training has been divided into five areas. Some training in each of these areas will be provided at each training meeting. Teacher participation in in-service training will be coordinated between the teachers and the local supervisor. The major areas of in-service training for 1970-71 are:

1. General session
2. Curriculum
3. Materials - software
4. Hardware - tools available for ABE teaching
5. Recruitment, retention, and records

I. General Sessions - 30-40 minutes of each in-service training meeting

Objective:
To welcome teachers and present the format of the training session.

A. Resources:
   1. Local supervisor - Welcome; format of the in-service training program
   2. State Department of Education - Outlook of ABE program in Mississippi
   3. College and University adult education staff - Role of University in local in-service training
   4. Local school system representives

B. Methods
   1. Film - ABE program
   2. Panel discussion
   3. Individual presentations
   4. Slide presentation - local ABE program

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II. Curriculum

Objective: To acquaint teachers with materials and methods available for use in teaching various subjects.

A. Materials and resources
1. Programmed and semi-programmed work texts
2. Learning labs
3. Newspapers, periodicals, phamphlets, etc.
4. Cookbooks
5. Familiar forms - income tax, order blanks, checks, etc.
6. Measuring devices - yardsticks, measuring cups, thermometer, etc.
7. Local service agencies
8. Industrial personnel
9. Local professional personnel
10. Audio-visual aids

B. Methods
1. Teacher demonstrations
2. Field trips to various governmental offices
3. Group discussion
4. Panel discussion
5. Film and film strips
6. Teacher-made tests

III. Materials - software

A. Display materials available in adult basic education according to subject matter area.
1. Leader: Experienced teachers who have used these materials
2. Activity: Explaining and demonstrating how teachers can use certain materials; the effectiveness and shortcomings of each kind of material

B. List of materials published by different companies

IV. Materials - hardware

Objective: To display and demonstrate hardware used in relation to teaching various subjects.

A. Resources
1. Reading machines
2. Projectors
3. Recorders
4. Copy machines
5. P. A. system - portable
6. Video-tape

B. Methods
1. Consultants from companies specializing in hardware to present demonstrations of various machines
2. Media specialists trained in ABE
3. Reading specialists from University of Southern Mississippi

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V. Recruitment, Retention, and Records

A. Recruitment
1. Satisfied customer (word of mouth)
2. Open house programs
3. Bring-a-friend night
4. Community groups
5. Ministerial groups
6. Civic organizations
7. T.V. and Radio programs
8. Prizes and rewards
9. Bag and bill stuffers
10. Company newsletter
11. Newspapers
12. Covered-dish suppers

B. Retention
1. "Lock the doors and bar the windows?"
2. Comfortable learning environment
3. Teach success
4. Personal encouragement
5. Use adult-orientated material
6. Job-correlated instruction and materials
7. Evidence of personal progress
8. Flexible instruction

C. Records
1. Personal (cummulative)
2. Group
3. System

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SECTION III

Evaluation

Numerous rating scales were utilized to evaluate the institute. A rating scale was administered at the end of each week to (1) determine the "emotional climate," (2) obtain reactions to the specific subjects or topics presented, and (3) provide participants an opportunity to recommend procedures for improvement. A "general evaluation" questionnaire was administered at the conclusion of the institute to acquire overall reactions to the entire learning experience. In addition, the Kropp-Verner Evaluation Scale was utilized to obtain an overall composite rating of the institute.

The data in this section is presented as follows:

A. Biographical Characteristics of Participants

B. Weekly Evaluations

C. General Evaluation Data

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A. BIOGRAPHICAL CHARACTERISTICS OF PARTICIPANTS

Sex and Race

Data pertaining to sex and race of the participants are found in Table 1. Seventy-seven percent of the participants were female and fifty-five percent were black.

Table 1. Sex and race of the participants

Race	Male	Female	Total
Black	3	31	34
White	11	17	28
Total	14	48	62

Age-Range

The age-range of the participants is presented in Table 2. Almost two-thirds of the participants were 40 years or older with both the average and median ages occurring in the 40-44 years age bracket.

Table 2. Age-range of the participants

Age-Range in Years	Number	Percent
20 - 24	4	6.6
25 - 29	5	8.1
30 - 34	6	9.7
35 - 39	8	12.8
40 - 44	15	24.2
45 - 49	11	17.7
50 - 54	8	12.8
Over 54	5	8.1
Total	62	100.0

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Years of Experience in Adult Basic Education

The number of years of experience in adult basic education by the participants is shown in Table 3. As can be seen, almost two-thirds had been in the program two years or less, but almost 15 percent had four or more years of experience.

Table 3. Years of experience in adult basic education

Number of Years	Number	Percent
0 - 2	39	63.0
3 - 4	9	14.5
Over 4	9	14.5
No response	5	8.0
Total	62	100.0

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B. WEEKLY EVALUATIONS

During the course of the institute, evaluations were acquired at the end of each of the two successive weeks of instruction. Participants were asked to respond to the weekly evaluations by expressing their feelings about the content and presentation of specific topics of interest. Individual ratings were acquired by circling the numerical value assigned to the selected choices as shown in the illustration below:

TOPIC I Evaluation-Selection of Materials

Content		Presentation	
Highly Useful	4	Excellent	4
Useful	3	Good	3
Of little use	2	Fair	2
Of no use	1	Poor	1

The responses were compiled and the results were presented to the participants in the form of an evaluation report on the first day of the following week. An analysis of the responses from the evaluation of the first week is presented in Table 4. The first column in the table shows the mean value of participants' ratings of the topics presented. For example, a mean of 3.40 for the topic, "Evaluation-Selection of Materials," indicates that the participants felt the content of this topic to be about midway between "useful" and "highly useful." The mean rating for the presentation of each topic can be interpreted in the same manner.

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Table 4. Analysis of First Week Evaluation Responses

Subject-Matter	Mean Ratings	
	Content	Presentation
Testing in ABE	3.22	3.09
Program Evaluation (students)	3.60	3.62
Evaluation - Selection of materials	3.40	3.32
Teaching Demonstrations	3.30	3.22
Recruitment in ABE	3.42	3.51

As can be seen in Table 4, the panel of ABE students received the highest ratings, followed by the session on recruitment. In addition, the following suggestions, related to content and presentations were given by the participants:

Testing in ABE
(a) Very enjoyable, interesting, informative
(b) Needed tests used in ABE
(c) Too much material in too limited amount of time

Program Evaluation (ABE Student Panel)
(a) Most informative and useful
(b) Gave insight into reactions to problems and attitudes
(c) Need panelists from wider geographic area

Selection - Evaluation of Materials
(a) Gained much insight on available materials
(b) Excellent presentation by consultant
(c) Speaker's knowledge of region limited

Teaching Demonstrations
(a) Too many presentations in one day
(b) Very helpful from many aspects
(c) Would like presentations from specialists

Recruitment in ABE
(a) Presentations very effective
(b) Received numerous new ideas for recruitment
(c) Need more sharing of ideas by local programs

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Table 5. Analysis of Second Week Evaluation Responses

Subject-Matter	Mean Ratings	
	Content	Presentations
Personnel Relationships (Panel)	3.42	3.39
What New Teachers Need to Know	3.42	3.42
In-Service Training by Team-Teaching	3.00	2.97
Banquet	3.63	3.57

Table 5 contains the summarized ratings for the second week of the institute. As can be seen, the banquet speaker was rated high, while preparation of team-teaching plans was rated lowest. Comments related to the content and presentations included:

Personnel Relationships
(a) Presentation was informative, helpful
(b) Need personnel from Mississippi program on panel
(c) Panel needed more teachers

What New Teachers Need to Know
(a) Should have reactor panel to answer new teachers' questions
(b) Needed more time and discussion
(c) Received much useful material for training new teachers

In-Service Training by Team-Teaching
(a) Difficult to follow instructions for developing plans
(b) Gained valuable experience and insight about in-service training
(c) Needed more time to prepare and present training plans
(d) Should have compiled four reports into one
(e) Needed better representation from one quadrant
(f) Flexible plans allow program to meet local needs
(g) Select work groups according to interest and qualifications
(h) Needed better distribution of supervisors throughout groups

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C. GENERAL EVALUATION DATA

Major Problems Confronting ABE in Mississippi

The participants were asked to indicate what they felt were the two major problems confronting adult basic education in Mississippi. Their responses are presented in Table 6. Recruitment and retention of students were rated as the most important problems by the participants, with teacher-training rated third.

Table 6. Problems Confronting ABE in Mississippi

Major Problems	Number
Retention of Students	53
Recruitment of Students	40
Teacher-Training	10
Inadequate Finance	4
	107*

*Participants were to indicate two problems

Problems Encountered in Local Programs

Table 7 contains responses to the question, "What major problems have you encountered in your local ABE program?" "Recruiting Students" and "Designing Teaching Materials" seem to be the most important problems.

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Table 7. Major Problems in Local Programs

Problem	Number
Recruiting Students	35
Designing Teaching Materials	11
Obtaining Classroom Facilities	10
Maintaining Student Interest	5
Total	62

General Impressions of the Institute

Each participant was asked to rate various aspects of the institute. These ratings were compiled and are presented in Table 8. "Amount of free time" received the largest number of low (Fair, Poor) ratings, with "Program (time) schedule" receiving the second largest number from those participants with two or less years of experience. However, those participants with over two years of experience in adult basic education did not appear to be bothered nearly as much by those two categories.

Table 8. General Ratings of the Institute by Participants
By Amount of Experience in ABE

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Facilities of the Institute	Years Experience in ABE											
	0 - 2				3 - 4				Over 4			
	E	G	F	P	E	G	F	P	E	G	F	P
Meals	17	12			6	3			6	3		
Lodging	16	8			3	2	1		3	5		1
Meeting Rooms	15	21	2		3	6			5	4		
Program (time) schedule	7	22	9	1	2	6		1	4	4	1	
Amount of free time	6	16	13	3	4		5		2	5	2	
Speakers (consultants) in general	13	23	2		5	4			5	3	1	
To what extent have you had opportunities to share your ideas and experiences with other institute participants	13	18	7		6	3			2	4	3	
To what extent will the content of the institute be of use to you in your local ABE program	20	26	2		5	3	1		2	4	3	
Satisfaction with services of the institute	16	18	4		4	4	1		5	4		
How do you feel about the number of participants at the institute	20	16	2		5	4			2	5	2	

E = Excellent G = Good F = Fair P = Poor

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Kropp-Verner Rating of the Institute

The participants were asked to rate the institute by marking the "Attitude Scale Technique for Evaluating Meetings," developed by Russell P. Kropp and Coolie Verner, Florida State University. Each statement on this scale has a weighted value. The most positive value possible is 1.13, and the most negative possible value is 10.89.

The ratings of the participants were analyzed and the weighted mean was 3.53. As can be seen on the attached Kropp-Verner Evaluation Scale, the participants rated the institute between "It helped me personally" and "It helped solve some problems for me."

KROPP-VERNER EVALUATION SCALE*

Please follow directions carefully: Read all twenty of the following statements. Check as many statements as necessary to describe your reaction to the conference.

1. 1.13 It was one of the most rewarding experiences I have ever had.
2. 1.58 Exactly what I wanted.
3. 2.25 I hope we can have another one in the near future.
4. 2.77 It provided the kind of experience that I can apply to my own situation.
5. 3.40 It helped me personally.

** 3.53

6. 4.02 It solved some problems for me.
7. 4.44 I think it served its purpose.
8. 4.96 It had some merits.
9. 5.30 It was fair.
10. 6.02 It was neither very good nor very poor.
11. 6.78 I was mildly disappointed.
12. 6.97 It was not exactly what I needed.
13. 7.19 It was too general.
14. 8.62 I am not taking any new ideas away.
15. 9.29 It didn't hold my interest.
16. 8.62 It was much too superficial.
17. 9.29 I leave dissatisfied.
18. 9.69 It was very poorly planned.
19. 10.26 I didn't learn a thing.
20. 10.89 It was a complete waste of time.

*Dr. R. Kropp and Dr. C. Verner, Florida State University

**Weighted mean of the general evaluation

APPENDIX I

INSTITUTE STAFF AND PARTICIPANTS

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INSTITUTE STAFF

Planning Committee

Miss Bonnie Hensley, Consultant in Materials and Reading, Mississippi State Department of Education

Mrs. Nancy White, Adult Basic Education Teacher, Tupelo, Mississippi

Mrs. Elizabeth Long, Adult Basic Education Teacher, Tupelo, Mississippi

Mrs. Jane Barett, Adult Basic Education Teacher, West Point, Mississippi

Mrs. Bonnie Soper, Adult Basic Education Counselor, Tupelo, Mississippi

Mr. R. L. Grimes, Local Supervisor, Houston, Mississippi

Dr. Don Seaman, Mississippi State University

Mr. J. Ronald Phillips, Graduate Assistant, Mississippi State University

Mr. Edgar W. Martin, Graduate Assistant, Mississippi State University

Program Development

Mr. Joe Baddley, State Supervisor, Adult Education, Mississippi State Department of Education

Dr. Don Seaman, Director, ABE Institute

Mr. Lewis Ryan, Associate Director, ABE Institute

Mr. J. Ronald Phillips

Mr. Edgar W. Martin

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APPENDIX II

INSTITUTE SCHEDULE OF ACTIVITIES

TRAINING SCHEDULE - ABE INSTITUTE
MISSISSIPPI STATE UNIVERSITY
FIRST WEEK

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Mon., June 8	Tues., June 9	Wed., June 10	Thurs., June 11	Fri., June 12
8:30 A.M.				
(Registration) Introductions of Staff General Orientation Overview of Institute Program Grouping	Program Evaluation: Teachers Administrators Program Evaluation: Panel Audience Reactions	Materials for the Undereducated Adult Evaluation of materials Programmed Materials Non-programmed materials Non-commercial materials	Presentation of Teaching Demonstrations Critiques	Recruitment: Methods, Techniques "What Works for Me"
12:00 - 1:15 P.M.		LUNCH		
Adult Basic Education in perspective Program Evaluation Testing: Initial & achievement Teacher-made Tests	Program Evaluation Self Evaluation (Group work)	Evaluation and Selection of Materials Preparation of Teaching Demonstrations	Presentation of Teaching Demonstrations Critiques	Institute Evaluation
5:00 - 7:00 P.M.		DINNER		
Evaluation: Non-testing	Program Evaluation Group Reports	Preparation of Teaching Demonstrations	Utilizing Teaching Devices in Local In-Service Training Programs	
9:00 P.M.	TERMINATION OF DAILY ACTIVITIES			

TRAINING SCHEDULE - ABE INSTITUTE
MISSISSIPPI STATE UNIVERSITY
SECOND WEEK

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Mon., June 15	Tues., June 16	Wed., June 17	Thurs., June 18	Fri., June 19
8:30 A.M.				
Evaluation Report Retention: Student-Teacher Relationships	Orientation of New Teachers Group Reports What new teachers want to know about ABE Panel	Record-Keeping and Reporting--Instruction and Practicum Questions and Reaction	Presentation of In-Service Training Plans: Four Quadrant Groups	Institute Evaluation Resources and assistance available for Adult Education Programs Outlook--70's
12:00 - 1:15 P.M.		LUNCH		
Personnel Relationships and Program Effectiveness	In-Service Training in ABE by Team-teaching--Effectiveness and Shortcomings Participant Questions and Reactions	Planning In-Service Training Programs	Evaluation and Discussion of Quadrant Plans--Staff	
5:00 - 7:00 P.M.		DINNER		
Orientation of New Teachers What do new teachers need to know? Group Work	Orientation for Planning Local In-Service Training Programs	Planning In-Service Training Programs	Banquet "Importance and Implications of Teacher-Training in ABE"	
9:00 P.M.	TERMINATION OF DAILY ACTIVITIES			

APPENDIX III

SAMPLE OF MATERIALS UTILIZED BY MR. W. C. CLAYTON

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BEHAVIORAL CHANGES

1. Why behavioral changes?

   a) Why education?
      1) Modify behavior

   b) How do we modify behavior?
      1) Modify knowledge
      2) Modify attitudes
      3) Modify skills

   c) Why modify behavior?
      1) Animals do it
      2) Primitive societies do it
      3) Necessary to perpetuate culture
      4) Essential in advancing society
      5) Requisite for harmonious existence in a highly complex and thickly populated society
      6) Necessary for survival

2. If the primary purpose of an educational system is to modify behavior then how is this to be accomplished?

   a) Adhere to some model of the teaching process:
      1) Setting goals
      2) Deciding on teaching methods and technique
      3) Evaluation of results
      4) On basis of evaluation results, reset goals and check on teaching methods

3. However, modifying and evaluating imply relationships. There must be something which can be used as the base for determining "modifying" and "evaluating."

   a) Thus, we must:
      1) Formulate behavioral expectancies
      2) Establish standards that are to be achieved
      3) Adopt procedures that will achieve behavioral change

   b) We hereby accomplish two things:
      1) Behavioral change in students
      2) Evaluate success of teaching, methods, materials, etc.

4. Why should teachers and school administrators formulate behavioral changes?

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a) Admittedly, the purpose of education is to direct or alter behavior. If we can't designate the changes we seek, then it's evident we don't know what we're trying to do. The natural question then is: Are we wasting a lot of effort and money?

b) Facilitate in distinguishing between master and mediocre teaching.

c) Determine experiences expected of children.

d) Evaluate success of instructional program.

e) Aid in seeking higher levels of learning.

5. Again, to return to the instructional model, we must have clearly stated and measurable objectives; we must determine the best teaching methods, techniques, materials, etc.; and we must test achievement of the objectives if we are to know if or how far we have succeeded in achieving the items in No. 4 above.

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A TEACHER'S SELF APPRAISAL

Atmosphere for Learning

Do I know the names of my students?
Do my students experience a feeling of beling welcome?
Is there a genuine feeling of cooperation between teacher and student?
Is the classroom attractive, well lighted and comfortable?
Are the students properly grouped according to learning levels?
Am I constantly alert to any necessity for re-grouping students?
Do I keep all of the students busy all of the time?
Do I create an atmosphere that "We are going to learn something worthwhile in class?"

Image of the Teacher

Am I interested in each individual student's needs and responses?
Do I speak clearly and distinctly?
Is my classroom appearance pleasing?
Do I smile?
Do I earn the respect of my students?
Do I make learning an exciting experience?
Am I on time for my classes?
Do I radiate enthusiasm?
Do I really enjoy teaching adults?
How do I endeavor to make myself a more effective teacher?

Teaching Procedures

Do I prepare a detailed lesson plan for each lesson?
Do I provide special lesson materials to meet individual learning differences?
Am I versatile in the use of teaching devices? (Flash cards, charts, etc.)
Do I make full use of instructional aids? (Audio visual, programmed materials)?
Is imagination exercised in developing lesson materials?
Is there an element of surprise in every lesson?

Psychology of Approach

Do I treat my students as adults?
What efforts do I make to motivate the student's learning?
Is three-way communication encouraged? (Teacher-student; student-teacher; student-student?)
Do I develop an attitude of supportiveness in the learning process?
Do the students share in identifying and developing goals?
Do I utilize every opportunity to praise and commend students?

Student Retention

What percentage of the active enrollment is present at each session?
What percentage of students who originally registered is reflected in the present active enrollment?
Do I know why students have dropped out?
Do I follow up absentees?
What devices do I use to stimulate attendance?
Do I recognize and try to overcome danger signals of potential drop-outs?

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SUPERVISOR'S CHECKLIST
FOR EVALUATING TEACHER'S PERFORMANCE

Name _____ Date _____

Directions: Check as many traits as applicable.

Personal Characteristics	Poor	Below Average	Average	Above Average	Superior
Neatness					
Poise and manner					
Sense of humor					
Cheerful attitude					
Even temperament					
Tolerance of people's ideas and beliefs					
Genuine interest in class					
Friendliness					
Sound judgement					
Understands individual differences					
Objective attitude toward students					
Ability to inspire students					
Ability to command respect of students					
Success in motivating the students					
Ability to lead by personal example					
Readiness to assist or participate in all parts of program					
Willingness to cooperate with other teachers					
Willingness to acknowledge problems and discuss them with the appropriate administrator					

	Poor	Below Average	Average	Above Average	Superior
Quality and promptness of reports					
Incorporation in program of the ideas and interests of students					
Originality of methods and techniques					
Knowledge and use of available resources					
Ability to adopt program to emergencies					

Additional Comment:

Evaluation made by_____

Position_____

APPENDIX IV

SAMPLE OF MATERIALS UTILIZED BY MRS. DOROTHY MINKOFF

EVALUATIVE CRITERIA FOR THE SELECTION OF ADULT BASIC EDUCATION INSTRUCTIONAL MATERIAL

1. Is the philosophy of the materials in harmony with modern principles of adult education?

2. Do the materials make reading an integral part of a broad program of curricular experiences?

3. Do the materials facilitate providing for individual differences?

4. Do the materials foster personal growth, wholesome attitudes, sound ethical values?

5. Is the content appropriate for adults?

6. Is the cost nominal? The course content is a prime factor. However, the cost should be an important consideration.

7. Is the type of print large enough? Visual acuity has decreased in adulthood. The print should be easy to read.

8. Is the book printed with different color inks?

9. Is there a summary, vocabulary list with definitions, questions, etc.?

10. Is the edition date fairly recent?

11. Is the textbook designed as a guide for the teacher, not the sole determinant for the course objectives? The instructor must supplement the instruction with A-V aids, resources. Are there suggestions for these supplementary instructional aids?

12. Has a textbook selection committee been established? This committee should be composed of teachers of adults, administrators, and possibly some students. It should recommend for adoption textbooks appropriate for adults and embodying the guidelines for the selection of these books.

13. Is the adoption period approximately three years in length? However, if better and more effective books become available, their adoption can be at an earlier date. The existing inventory of such books shall be an important consideration.

14. What is the background of the publisher? Does it meet the above criteria?

15. Are minority groups, values, and life style represented?

16. Do the materials broaden the horizons of students?

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SPECIFIC CRITERIA FOR EVALUATING THE CONTENTS,
ORGANIZATION, AND FORMAT OF THE MATERIALS

1. Are the goals for each lesson clear, practical, and attainable?
2. Does each lesson teach one or two concepts thoroughly?
3. Are subject matter and learning activities familiar and interesting to adults?
4. Does the content, whenever possible, raise the self-esteem and status of the adult student?
5. Do the materials motivate or encourage individual reading, speaking, writing, and other study?
6. Is the language used in lessons adult in tone?
7. Are sentences used in lessons similar to the sentence patterns used by adults in oral communications?
8. Are the skills and concepts taught in sequential, logical order?
9. Do the drawings, illustrations, and other graphics clarify ideas presented verbally?
10. Are the materials written in such a manner that the students can follow the lessons to a large extent by themselves? They should not be too dependent on instructors.
11. Do the materials have built-in measuring devices to show both quantitative and qualitative student progress?
12. Do the materials instruct in actual life situations, such as food, property, job, voting and civics, safety, social security, housing, homecraft, financing, etc.?
13. Are both rural and urban settings represented?

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OBSERVATION CRITERION

1. What was major teaching objective of lesson?

2. What evidence of Diagnosis was observed?

3. What evidence of Instruction was observed?

4. What evidence of Reinforcement was observed?

5. What evidence of Evaluation was observed?

Additional comments:

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GUNNING FORMULA

To Determine Grade Level of Adult Reading Materials.

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1. Count a sample of 100 words or less.
2. Count the number of sentences.
3. Get the average number of words per sentence. (divide words by sentences)
4. Count the difficult words in the sample only once. (3 or more syllables)
5. Add the average number of words per sentence to the number of hard words.
6. Multiply the sum by .4.

Example: Average number of words per sentence 23

Number of hard words + 9

32

Multiply the sum by .4 X .4

12.8

Technique of Clear Writing, Robert Gunning. McGraw-Hill, 1952